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ABSTRACT

For the past five years Phoenix Union High School System students indicated the courses they wished to take, then a computer built the class schedule and placed students in those courses without regard to the period or teacher that they wanted. In 1972, an approach that has been common for many years at the university level was tried. Basically it entailed preparing class cards by using the computer, based on a preliminary survey of student interests, and then the students literally selected the exact courses, teachers, and time they wanted. Thus far, the procedure has been evaluated with student and teacher questionnaires. This preliminary evaluation report recommends that school staffs should be given considerable leeway in determining which registration approach should be used at their school, and should be active in advising students and parents about registration procedures. Further study of the number of schedule changes is still necessary. As a general concluding statement, school staffs and students regarded the new registration procedure as reasonably successful in comparison with past years. (BW)

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# RESEARCH & PLANNING

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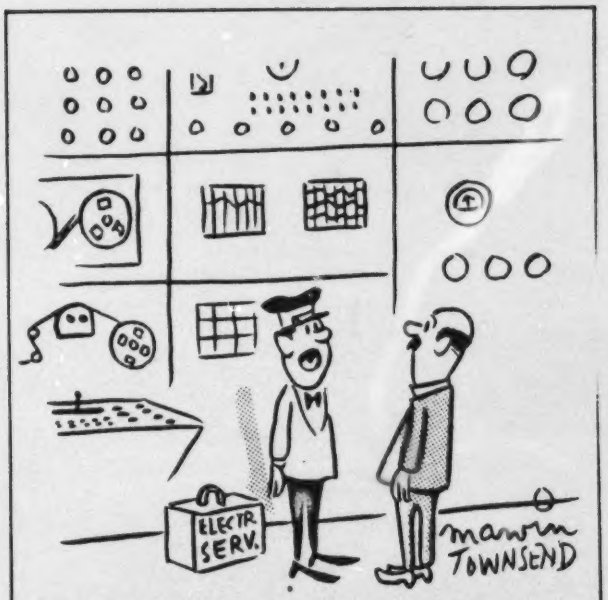
TM005 674

PHOENIX UNION HIGH SCHOOL SYSTEM

2

REGISTRATION PROCEDURES
EVALUATION
(1971-72 for 1972-73 SCHOOL YEAR)




"I'm afraid it's a personality problem, sir. The computer doesn't like your programer."

DEPARTMENT OF RESEARCH AND PLANNING
Lloyd W. Colvin, Director

REGISTRATION PROCEDURES

(1971-72 for 1972-73 School Year)

INTRODUCTION:

The computer has been used to register students in most large school districts for several years. The Phoenix Union High School System has been no exception. For the past five years Phoenix Union High School System students indicated the courses they wished to take, then the computer built the class schedule and placed students in those courses at random.

Characteristically about one-half of the students who have registered for courses in the spring have made one, two, three, or more changes when they come to school in the fall. A lot of the dissatisfaction seemed to have been that they were not assigned the period or teacher that they wanted. The computer, being a hard-hearted fellow, simply assigned students on the basis of where empty seats were. It performed well in balancing the load for teachers and identifying scheduling conflicts, but it could not know that Jim wanted to eat lunch with Joe, that Mary wanted Mrs. Smith as a teacher for her English class second period, or that Susan wanted to work in the afternoon therefore must take all classes in the morning.

A suggestion was made this year and after considerable discussion the Unit administrators decided to try a different approach, one that has been common for many years at the University level. Some call this "new" approach a walk-thru method or the "pigeon-hole" method. Basically it entails preparing class cards (by using the computer) based on a preliminary survey of student interests and then the students literally select the exact courses, teachers, and times they want. The objectives of the new system were as follows:

1. To allow students to select the teacher and periods they desire.
2. To have students better satisfied with their programs.
3. To reduce the number of schedule changes in the fall.
4. To obtain more involvement for the teachers in the registration processes.

The purpose of this study was to determine the staff and students' opinions about how the new procedure worked in 1971-72.

EVALUATION DESIGN:

The persons responding to the questionnaire in the late spring of 1972 were invited (1) To think of registration methodology or procedures, not course content, (2) To disregard the number of courses a student can take, (3) To respond to all questions as they apply to their school and in their own position, (4) To think of the over-all big picture, not isolated cases of where the procedure has succeeded or failed, and (5) To not consider classes that have been closed because of enrollment.

Further, the registration procedures were defined as follows: The total process of first assessing student interests and needs, second building a master schedule for those students, and third assigning those students in particular classes.

It should be emphasized that many of the objectives cannot now be evaluated. During the school year of 1972-73, a count of schedule changes, and an assessment of student attitudes can certainly affect the evaluation. This report then should be considered preliminary to obtaining final results.

A random sample of students (100 per grade level at each school) were asked to respond to some structured questions regarding registration procedures. Additionally, all campus administrators, counselors, and registration clerks were asked to respond. A sample of teachers (20-25 per school) were also invited to participate in the study. An excellent return from all groups was obtained. (See appendix).

North and Phoenix Union High Schools had not completed their registration, so for most questions, the responses from these two schools are not included.

A Likert Scale was used in the instruments and interpreted by using an average score on a 5 point scale (5 being the most positive and 1 being the most negative, and 3.0 being the exact midpoint of the distribution). For example, if a group had an average score of 4.0, we can conclude that as a group, they agreed to the statement.

The number and percent responding to each of the questions by school, and by target group are shown in the appendix.

CONCLUSIONS AND SUMMARY OF RESULTS:

1. Both students (score of 3.64) and staff (score of 3.75) agreed that students were allowed more freedom to select teachers and periods for a given subject. However, that view, was not uniform across the district. At South (2.62), West (2.96), and Hayden (2.98) students were more inclined to disagree with that statement as did the staff at South (2.50) and West (2.90). It is interesting to note here that West registered students using the Honeywell Computer and program. At Maryvale (4.40), Camelback (4.39) and East (4.24) students strongly agreed while the staff at those three schools also strongly agreed that students were allowed more freedom to select teachers and periods for a given subject. Scores for other schools are shown below.

Statement: Registration Procedures this year allowed students more freedom to choose the teacher and period for a given subject than in past years.

| School | Students | Staff |
|---|---|---|
| Alhambra | 4.10 | 3.83 |
| Browne | 4.05 | 4.41 |
| Camelback | 4.39 | 4.67 |
| Central | 3.18 | 3.54 |
| East | 4.24 | 4.34 |
| Hayden | 2.98 | 3.33 |
| Maryvale | 4.40 | 4.45 |
| North | - | - |
| South | 2.62 | 2.50 |
| Union | - | - |
| West | 2.96 | 2.90 |
| TOTAL | 3.64 | 3.75 |

2. There was also agreement (generally) to the statement that students were given more advisement as to how to register for courses as well as what was available. Only one school had a score less than the midpoint on the Likert Scale (3.0) and that was the East staff. Scores for these two statements are shown below.

Statement
Students this year were given more advisement as to how to register for courses than last year.

Statement
Students this year were given more advisement as to what was available (course offerings) than last year.

| School | Students | Staff | Students | Staff |
|---|---|---|---|---|
| Alhambra | 3.17 | 3.55 | 3.53 | 3.59 |
| Browne | 3.08 | 3.85 | 3.47 | 3.52 |
| Camelback | 3.28 | 3.64 | 3.62 | 3.82 |
| Central | 3.12 | 4.20 | 3.15 | 3.77 |
| East | 3.18 | 2.38 | 3.12 | 2.56 |
| Hayden | 3.35 | 3.37 | 3.55 | 3.26 |
| Maryvale | 3.17 | 3.10 | 3.68 | 3.14 |
| North | - | - | - | - |
| South | 3.53 | 3.46 | 3.80 | 3.71 |
| Union | 3.09 | - | 3.23 | - |
| West | 3.33 | 3.72 | 3.39 | 3.90 |
| TOTAL | 3.24 | 3.44 | 3.47 | 3.49 |

3. Students were inclined to agree (3.10) more than the staff (2.98) that the registration procedures were structured to such an extent that students rather than procedures had to bend to "fit in" with what was offered. Variations of scores for the schools are shown below.

Statement
The Registration Procedures used in your school were structured to such an extent that students, rather than the procedures, had to bend and "fit in" with what was offered.

| School | Students | Staff |
|---|---|---|
| Alhambra | 3.28 | 2.86 |
| Browne | 3.12 | 3.15 |
| Camelback | 3.20 | 3.03 |
| Central | 2.75 | 2.92 |
| East | 3.06 | 3.29 |
| Hayden | 3.25 | 2.93 |
| Maryvale | 2.95 | 2.45 |
| North | - | - |
| South | 3.13 | 3.16 |
| Union | 2.99 | - |
| West | 3.20 | 2.90 |
| TOTAL | 3.10 | 2.98 |

4. Students disagreed that they took too lightly the initial sign-up for classes (2.53). They indicated they did realize (as a group), that the initial interest survey would affect what courses they took in the fall. The staff, however, disagreed with students. Teachers, administrators, counselors, etc. thought that students did take the initial sign-up too lightly. Scores for all schools showing considerable variance are shown below. (For Example, Alhambra staff = 4.10, Maryvale staff = 2.76; and Alhambra students = 2.79, and Alhambra staff = 4.10.)

Statement

Students took too lightly the initial sign-up for classes and did not realize that the responses then would affect what courses they actually will take next year.

| School | Students | Staff |
|---|---|---|
| Alhambra | 2.79 | 4.10 |
| Browne | 2.52 | 3.52 |
| Camelback | 2.37 | 3.74 |
| Central | 2.21 | 2.92 |
| East | 2.53 | 4.38 |
| Hayden | 2.58 | 3.59 |
| Maryvale | 2.32 | 2.76 |
| North | - | - |
| South | 2.52 | 3.36 |
| Union | 3.10 | - |
| West | 2.31 | 2.78 |
| TOTAL | 2.53 | 3.50 |

5. Both staff and students predict less loss of instructional time considering total time students spend in getting registered or changing classes (3.37 and 3.35 respectively). Scores for each school are shown below.

Statement

Because of the changes in Registration Procedures this year, there will be less loss of instructional time (considering total time a student spends in getting registered or changing his registration).

| School | Students | Staff |
|---|---|---|
| Alhambra | 3.12 | 3.54 |
| Browne | 3.50 | 3.15 |
| Camelback | 3.26 | 3.72 |
| Central | 3.59 | 3.58 |
| East | 3.28 | 3.15 |
| Hayden | 3.21 | 3.52 |
| Maryvale | 3.36 | 2.72 |
| North | - | - |
| South | 3.34 | 3.35 |
| Union | 3.48 | - |
| West | 3.39 | 3.55 |
| TOTAL | 3.35 | 3.37 |

6. When asked what kind of registration procedure would work best in their school, students and staff responded alike that the College type, pre-arranged schedule based on student interests, involving teachers, teachers and periods selected by students would work best (71.4% of the students; and 68.7% of the staff). The description of that system corresponds with the "new" approach this year. Variances by school are shown below.

| | "College Type" Registration- Pre-arranged schedule based on student interests involving teachers. Students select teachers/ periods. | | Counselor indivually talks to and schedules students then classes and individual schedules are built. Students do not select teachers/periods. | | Other | |
|---|---|---|---|---|---|---|
| School | Students | Staff | Students | Staff | Students | Staff |
| Alhambra | 72.5 | 69.2 | 16.3 | 11.5 | 7.5 | 19.2 |
| Browne | 79.0 | 91.3 | 14.8 | 4.3 | 4.9 | 4.3 |
| Camelback | 80.2 | 86.8 | 6.9 | 10.5 | 11.9 | 2.6 |
| Central | 67.6 | 65.2 | 6.8 | 21.7 | 23.0 | 13.0 |
| East | 66.2 | 67.6 | 19.1 | 20.6 | 8.8 | 11.8 |
| Hayden | 60.8 | 74.1 | 29.4 | 22.2 | 8.8 | 3.7 |
| Maryvale | 85.9 | 37.9 | 5.1 | 41.4 | 6.4 | 20.7 |
| North | - | - | - | - | - | - |
| South | 59.8 | 84.2 | 29.9 | 13.2 | 8.0 | 2.6 |
| Union | 64.2 | - | 27.2 | - | 8.6 | - |
| West | 56.7 | 36.7 | 24.4 | 53.3 | 6.7 | 10.0 |
| TOTAL | 71.4 | 68.7 | 18.9 | 22.0 | 9.7 | 9.3 |

7. The Staff strongly agreed that teachers should be involved in the registration process (4.17). Students agreed, but not as strongly as staff (3.50). The following table indicates the scores by school.

Statement

Teachers should be involved in the Registration process.

| School | Students | Staff |
|---|---|---|
| Alhambra | 3.80 | 4.53 |
| Browne | 3.68 | 4.62 |
| Camelback | 3.65 | 4.37 |
| Central | 2.97 | 4.44 |
| East | 3.66 | 4.03 |
| Hayden | 3.12 | 3.77 |
| Maryvale | 3.48 | 3.69 |
| North | - | - |
| South | 3.62 | 4.35 |
| Union | 3.91 | - |
| West | 3.12 | 3.66 |
| TOTAL | 3.50 | 4.17 |

8. Students disagreed that registration should occur nearer the opening day of school (2.59), while staff members were near the midpoint on the Likert Scale (3.15). Variances by school are shown below.

Statement

Registration should occur nearer to the opening day of school.

| School | Students | Staff |
|---|---|---|
| Alhambra | 2.23 | 2.90 |
| Browne | 2.51 | 3.22 |
| Camelback | 2.68 | 3.18 |
| Central | 2.19 | 2.83 |
| East | 2.69 | 2.71 |
| Hayden | 2.55 | 3.89 |
| Maryvale | 2.45 | 2.72 |
| North | - | - |
| South | 2.71 | 3.74 |
| Union | 2.98 | - |
| West | 2.87 | 2.97 |
| TOTAL | 2.59 | 3.15 |

9. An interesting look at the number of schedule changes last year (1971-72) will provide baseline data for the same look at this year's data - not yet available, of course.

| School | Total Students | Schedules Changed One Or More Times* |
|---|---|---|
| Alhambra | 3605 | 2196 |
| Camelback | 2920 | 1427 |
| Central | 2613 | 1040 |
| East | 2540 | 1139 |
| Hayden | 2870 | 2416 |
| Maryvale | 4697 | 1788 |
| North | 2092 | 1294 |
| South | 3013 | 1973 |
| Union | 3238 | 893 (Incomplete) |
| West | 2535 | 1460 |
| TOTAL | 30,123 | 15,626 |

*As of October 1, 1971

RECOMMENDATIONS AND SUMMARY

1. School staffs should be given considerable leeway to determine what specific registration approach should be used at their school. Although this recommendation flys in the face of standardization via the computer, it is believed that several options ought to be available to the schools.
2. The number of schedule changes during 1972-73 should be collected and compared with last year's changes (Procedure already initiated by Research and Data Processing Departments).
3. School staffs should be conscious of advising students appropriately as to the seriousness of "preliminary" interest surveys dealing with registration.
4. School staffs should be conscious of advising parents as to procedures of registration and courses offered.
5. As a general concluding statement, school staffs and students regarded the registration procedures this year as reasonably successful by comparison to past years and that those procedures met the objectives as defined earlier in this report. (The objective of reducing schedule changes has not been measured yet.)

# APPENDICES

RESULTS OF
REGISTRATION PROCEDURES QUESTIONNAIRE

APPENDIX A
Student Responses
(Number and Percent)

1. Registration Procedures this year allowed me more freedom to choose the teacher and period for a given subject than in past years.

| | A | B | C | C | E | H | M | S | U | W |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly Agree | 25 | 31 | 57 | 9 | 36 | 3 | 45 | 3 | - | 6 |
| | 31.3% | 38.3 | 56.4 | 12.2 | 52.9 | 2.9 | 57.7 | 3.4 | - | 6.7 |
| Agree | 42 | 34 | 27 | 25 | 20 | 3 | 24 | 30 | - | 26 |
| | 52.5% | 42.0 | 26.7 | 33.8 | 29.4 | 2.9 | 30.8 | 34.5 | - | 28.9 |
| Undecided | 4 | 6 | 14 | 15 | 6 | 89 | 3 | 8 | - | 17 |
| | 5.0% | 7.4 | 13.9 | 20.3 | 8.8 | 87.3 | 3.8 | 9.2 | - | 18.9 |
| Disagree | 5 | 6 | 2 | 18 | 4 | 3 | 4 | 21 | - | 25 |
| | 6.3% | 7.4 | 2.0 | 24.3 | 5.9 | 2.9 | 5.1 | 24.1 | - | 27.8 |
| Strongly Disagree | 1 | 3 | - | 6 | 2 | 4 | 1 | 24 | - | 8 |
| | 1.3% | 3.7 | - | 8.1 | 2.9 | 3.9 | 1.3 | 27.6 | - | 8.9 |

2. This year I was given more advisement as to <u>how to register</u> for courses than last year.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly Agree | 9 | 6 | 12 | 5 | 4 | 10 | 8 | 9 | 8 | 10 |
| | 11.3% | 7.4 | 11.9 | 6.8 | 5.9 | 9.8 | 10.3 | 10.3 | 9.9 | 11.1 |
| Agree | 27 | 30 | 33 | 33 | 26 | 49 | 27 | 49 | 28 | 37 |
| | 33.8% | 37.0 | 32.7 | 44.6 | 38.2 | 48.0 | 34.6 | 56.3 | 34.6 | 41.1 |
| Undecided | 15 | 14 | 29 | 7 | 20 | 15 | 17 | 8 | 16 | 9 |
| | 18.8% | 17.3 | 28.7 | 9.5 | 29.4 | 14.7 | 21.8 | 9.2 | 19.8 | 10.0 |
| Disagree | 20 | 24 | 21 | 24 | 14 | 23 | 18 | 16 | 17 | 22 |
| | 25.0% | 29.6 | 20.8 | 32.4 | 20.6 | 22.5 | 23.1 | 18.4 | 21.0 | 24.4 |
| Strongly Disagree | 6 | 6 | 4 | 5 | 4 | 5 | 6 | 3 | 10 | 4 |
| | 7.5% | 7.4 | 4.0 | 6.8 | 5.9 | 4.9 | 7.7 | 3.4 | 12.3 | 4.4 |

3. This year I was given more advisement as to <u>what was available</u> (course offerings) than last year.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly Agree | 14 | 14 | 13 | 5 | 6 | 10 | 17 | 16 | 10 | 10 |
| | 17.5% | 17.3 | 12.9 | 6.8 | 8.8 | 9.8 | 21.8 | 18.4 | 12.3 | 11.1 |
| Agree | 34 | 33 | 50 | 29 | 23 | 59 | 35 | 50 | 30 | 36 |
| | 42.5% | 40.7 | 49.5 | 39.2 | 33.8 | 57.8 | 44.9 | 57.5 | 37.0 | 40.0 |
| Undecided | 14 | 11 | 23 | 15 | 15 | 12 | 11 | 9 | 16 | 11 |
| | 17.5% | 13.6 | 22.8 | 20.3 | 22.1 | 11.8 | 14.1 | 10.3 | 19.8 | 12.2 |
| Disagree | 14 | 18 | 9 | 20 | 21 | 19 | 11 | 9 | 16 | 19 |
| | 17.5% | 22.2 | 8.9 | 27.0 | 30.9 | 18.6 | 14.1 | 10.3 | 19.8 | 21.1 |
| Strongly Disagree | 3 | 3 | 3 | 4 | 3 | 2 | 3 | 2 | 8 | 3 |
| | 3.8% | 3.7 | 3.0 | 5.4 | 4.4 | 2.0 | 3.8 | 2.3 | 9.9 | 3.3 |

4. The Registration Procedures used in my school were structured to such an extent that I, rather than the procedures, had to bend and "fit in" with what was offered.

| | A | B | C | C | E | H | M | S | U | W |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly Agree | 9 | 10 | 17 | 5 | 9 | 19 | 7 | 7 | 8 | 12 |
| | 11.3% | 12.3 | 16.8 | 6.8 | 13.2 | 18.6 | 9.0 | 8.0 | 9.9 | 13.3 |
| Agree | 27 | 23 | 24 | 15 | 22 | 26 | 22 | 30 | 18 | 22 |
| | 33.8% | 28.4 | 23.8 | 20.3 | 32.4 | 25.5 | 28.2 | 34.5 | 22.2 | 24.4 |
| Undecided | 21 | 16 | 28 | 21 | 10 | 23 | 19 | 20 | 24 | 24 |
| | 26.3% | 19.8 | 27.7 | 28.4 | 14.7 | 22.5 | 24.4 | 23.0 | 29.6 | 26.7 |
| Disagree | 19 | 24 | 24 | 21 | 18 | 30 | 20 | 27 | 23 | 18 |
| | 23.8% | 29.6 | 23.8 | 28.4 | 26.5 | 29.4 | 25.6 | 31.0 | 28.4 | 20.0 |
| Strongly Disagree | 2 | 5 | 7 | 11 | 9 | 4 | 10 | 3 | 6 | 6 |
| | 2.5% | 6.2 | 6.9 | 14.9 | 13.2 | 3.9 | 12.8 | 3.4 | 7.4 | 6.7 |

5. I took too lightly the initial sign-up for classes and did not realize that those responses would affect what courses I actually will take next year.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly Agree | 13 | 1 | 4 | 5 | 3 | 4 | 2 | 5 | 15 | 4 |
| | 16.3% | 1.2 | 4.0 | 4.1 | 4.4 | 3.9 | 2.6 | 5.7 | 18.5 | 4.4 |
| Agree | 11 | 15 | 14 | 9 | 15 | 20 | 9 | 18 | 18 | 11 |
| | 13.8% | 18.5 | 13.9 | 12.2 | 22.1 | 19.6 | 11.5 | 20.7 | 22.2 | 12.2 |
| Undecided | 14 | 18 | 21 | 9 | 14 | 26 | 19 | 11 | 16 | 13 |
| | 17.5% | 22.2 | 20.8 | 12.2 | 20.6 | 25.5 | 24.4 | 12.6 | 19.8 | 14.4 |
| Disagree | 27 | 35 | 37 | 31 | 19 | 32 | 30 | 35 | 24 | 35 |
| | 33.8% | 43.2 | 36.6 | 41.9 | 27.9 | 31.4 | 38.5 | 40.2 | 29.6 | 38.9 |
| Strongly Disagree | 13 | 10 | 24 | 21 | 17 | 19 | 18 | 17 | 8 | 21 |
| | 16.3% | 12.3 | 23.8 | 28.4 | 25.0 | 18.6 | 23.1 | 19.5 | 9.9 | 23.3 |

6. Because of the changes in Registration Procedures this year, there will be less loss of <u>instructional time</u> (considering total time I spend in getting registered or changing my registration).

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly Agree | 8 | 11 | 10 | 13 | 10 | 5 | 12 | 6 | 8 | 8 |
| | 10.0% | 13.6 | 9.9 | 17.6 | 14.7 | 4.9 | 15.4 | 6.9 | 9.9 | 8.9 |
| Agree | 22 | 33 | 32 | 27 | 20 | 38 | 23 | 38 | 35 | 39 |
| | 27.5% | 40.7 | 31.7 | 36.5 | 29.4 | 37.3 | 29.5 | 43.7 | 43.2 | 43.3 |
| Undecided | 24 | 24 | 38 | 28 | 22 | 36 | 29 | 26 | 27 | 19 |
| | 30.0% | 29.6 | 37.6 | 37.8 | 32.4 | 35.3 | 37.2 | 29.9 | 33.3 | 21.1 |
| Disagree | 19 | 9 | 14 | 3 | 11 | 17 | 9 | 11 | 7 | 11 |
| | 23.8% | 11.1 | 13.9 | 4.1 | 16.2 | 16.7 | 11.5 | 12.6 | 8.6 | 12.2 |
| Strongly Disagree | 5 | 3 | 6 | 3 | 5 | 5 | 5 | 5 | 3 | 6 |
| | 6.3% | 3.7 | 5.9 | 4.1 | 7.4 | 4.9 | 6.4 | 5.7 | 3.7 | 6.7 |

7. What kind of registration system would work best for you at your school?

"College Type" Registration - Pre-arranged schedule based on student interests involving teachers. Students select teachers/periods.

| A | B | C | C | E | H | M | S | U | W |
|---|---|---|---|---|---|---|---|---|---|
| 58 | 64 | 81 | 50 | 45 | 62 | 67 | 52 | 52 | 51 |
| 72.5% | 79.0 | 80.2 | 67.6 | 66.2 | 60.8 | 85.9 | 59.8 | 64.2 | 56.7 |

Counselor individually talks to and schedules students then classes and individual schedules are built. Students do not select teacher/periods.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 13 | 12 | 7 | 5 | 13 | 30 | 4 | 26 | 22 | 22 |
| 16.3% | 14.8 | 6.9 | 6.8 | 19.1 | 29.4 | 5.1 | 29.9 | 27.2 | 24.4 |

Other ----------

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 6 | 4 | 12 | 17 | 6 | 9 | 5 | 7 | 7 | 6 |
| 7.5% | 4.9 | 11.9 | 23.0 | 8.8 | 8.8 | 6.4 | 8.0 | 8.6 | 6.7 |

8. Teachers should be involved in the Registration process.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly Agree | 21 | 20 | 17 | 8 | 18 | 19 | 15 | 19 | 29 | 8 |
| | 26.3% | 24.7 | 16.8 | 10.8 | 26.5 | 18.6 | 19.2 | 21.8 | 35.8 | 8.9 |
| Agree | 35 | 33 | 45 | 25 | 25 | 26 | 30 | 36 | 31 | 30 |
| | 43.8% | 40.7 | 44.6 | 33.8 | 36.8 | 25.5 | 38.5 | 41.4 | 38.3 | 33.3 |
| Undecided | 14 | 14 | 25 | 14 | 13 | 19 | 14 | 15 | 7 | 14 |
| | 17.5% | 17.3 | 24.8 | 18.9 | 19.1 | 18.6 | 17.9 | 17.2 | 8.6 | 15.6 |
| Disagree | 4 | 7 | 9 | 9 | 5 | 24 | 13 | 11 | 10 | 11 |
| | 5.0% | 8.6 | 8.9 | 12.2 | 7.4 | 23.5 | 16.7 | 12.6 | 12.3 | 12.2 |
| Strongly Disagree | 5 | 6 | 3 | 17 | 6 | 14 | 5 | 5 | 3 | 13 |
| | 6.3% | 7.4 | 3.0 | 23.0 | 8.8 | 13.7 | 6.4 | 5.7 | 3.7 | 14.4 |

9. Registration should occur nearer to the opening day of school.

| | A | B | C | C | E | H | M | S | U | W |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly Agree | 5 | 8 | 12 | 7 | 9 | 15 | 11 | 12 | 14 | 17 |
| | 6.3% | 9.9 | 11.9 | 9.5 | 13.2 | 14.7 | 14.1 | 13.8 | 17.3 | 18.9 |
| Agree | 9 | 13 | 11 | 8 | 11 | 11 | 7 | 15 | 19 | 14 |
| | 11.3% | 16.0 | 10.9 | 10.8 | 16.2 | 10.8 | 9.0 | 17.2 | 23.5 | 15.6 |
| Undecided | 12 | 5 | 21 | 8 | 15 | 12 | 11 | 12 | 13 | 6 |
| | 15.0% | 6.2 | 20.8 | 10.8 | 22.1 | 11.8 | 14.1 | 13.8 | 16.0 | 6.7 |
| Disagree | 25 | 38 | 43 | 20 | 14 | 41 | 26 | 28 | 19 | 20 |
| | 31.3% | 46.9 | 42.6 | 27.0 | 20.6 | 40.2 | 33.3 | 32.2 | 23.5 | 22.2 |
| Strongly Disagree | 27 | 15 | 12 | 31 | 18 | 23 | 23 | 18 | 15 | 19 |
| | 33.8% | 18.5 | 11.9 | 41.9 | 26.5 | 22.5 | 29.5 | 20.7 | 18.5 | 21.1 |

10. My grade level is:

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 9th grade | 27 | 25 | 26 | 25 | 30 | 36 | 16 | 26 | 34 | 25 |
| | 33.8% | 30.9 | 25.7 | 33.8 | 44.1 | 35.3 | 20.5 | 29.9 | 42.0 | 27.8 |
| 10th grade | 22 | 25 | 24 | 27 | 16 | 37 | 32 | 28 | 19 | 27 |
| | 27.5% | 30.9 | 23.8 | 36.5 | 23.5 | 36.3 | 41.0 | 32.2 | 23.5 | 30.0 |
| 11th grade | 27 | 5 | 48 | 20 | 12 | 25 | 14 | 26 | 20 | 22 |
| | 33.8% | 6.2 | 47.5 | 27.0 | 17.6 | 24.5 | 17.9 | 29.9 | 24.7 | 24.4 |
| 12th grade | 2 | 21 | 2 | 1 | 6 | 3 | 13 | 3 | 3 | 3 |
| | 2.5% | 25.9 | 2.0 | 1.4 | 8.8 | 2.9 | 16.7 | 3.4 | 3.7 | 3.3 |

TOTAL NUMBER OF STUDENTS WHO ANSWERED QUESTIONNAIRE

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 80 | 81 | 101 | 74 | 68 | 102 | 78 | 87 | 81 | 90 |

RESULTS OF
REGISTRATION PROCEDURES QUESTIONNAIRE

APPENDIX B
Staff Responses

1. Registration Procedures this year allowed students more freedom to choose the teacher and period for a given subject than in past years.

| | A | B | C | C | E | H | M | S | U | W |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly Agree | 7 | 15 | 30 | 5 | 13 | 3 | 16 | 5 | - | 5 |
| Agree | 14 | 10 | 6 | 11 | 18 | 5 | 11 | 6 | - | 5 |
| Undecided | 4 | 0 | 2 | 4 | 0 | 18 | 1 | 5 | - | 5 |
| Disagree | 4 | 2 | 1 | 5 | 1 | 0 | 1 | 15 | - | 10 |
| Strongly Disagree | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 11 | - | 4 |

2. Students this year were given more advisement as to <u>how to register</u> for courses than last year.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly Agree | 6 | 6 | 5 | 7 | 2 | 1 | 3 | 1 | - | 5 |
| Agree | 10 | 12 | 20 | 13 | 6 | 12 | 8 | 23 | - | 14 |
| Undecided | 7 | 8 | 10 | 4 | 4 | 10 | 10 | 11 | - | 7 |
| Disagree | 6 | 1 | 3 | 2 | 10 | 4 | 5 | 6 | - | 3 |
| Strongly Disagree | 0 | 0 | 1 | 0 | 10 | 0 | 3 | 0 | - | 0 |

3. Student this year were given more advisement as to <u>what was available</u> (course offerings) than last year.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly Agree | 6 | 4 | 10 | 6 | 2 | 1 | 4 | 4 | - | 7 |
| Agree | 11 | 10 | 17 | 13 | 7 | 11 | 9 | 28 | - | 13 |
| Undecided | 6 | 10 | 8 | 2 | 6 | 10 | 7 | 5 | - | 8 |
| Disagree | 6 | 2 | 3 | 5 | 9 | 4 | 5 | 4 | - | 1 |
| Strongly Disagree | 0 | 1 | 1 | 0 | 8 | 1 | 4 | 1 | - | 0 |

4. The Registration Procedures used in your school were structured to such an extent that students, rather than the procedures, had to bend and "fit in" with what was offered.

| | A | B | C | C | E | H | M | S | U | W |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly Agree | 2 | 2 | 6 | 4 | 5 | 0 | 1 | 3 | - | 3 |
| Agree | 8 | 11 | 13 | 4 | 13 | 9 | 3 | 16 | - | 10 |
| Undecided | 6 | 4 | 2 | 6 | 7 | 7 | 9 | 11 | - | 2 |
| Disagree | 8 | 9 | 12 | 8 | 5 | 11 | 11 | 11 | - | 9 |
| Strongly Disagree | 4 | 1 | 6 | 3 | 4 | 0 | 5 | 2 | - | 5 |

5. Students took too lightly the initial sign-up for classes and did not realize that the responses then would affect what courses they actually will take next year.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly Agree | 12 | 8 | 8 | 2 | 17 | 1 | 3 | 1 | - | 2 |
| Agree | 11 | 6 | 17 | 8 | 15 | 16 | 6 | 25 | - | 9 |
| Undecided | 3 | 5 | 10 | 3 | 1 | 8 | 5 | 5 | - | 3 |
| Disagree | 3 | 8 | 4 | 8 | 0 | 2 | 11 | 10 | - | 7 |
| Strongly Disagree | 0 | 0 | 0 | 3 | 1 | 0 | 4 | 1 | - | 6 |

6. Because of the changes in Registration Procedures this year, there will be less loss of instructional time (considering total time a student spends in getting registered or changing his registration).

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly Agree | 3 | 3 | 8 | 2 | 4 | 1 | 4 | 2 | - | 4 |
| Agree | 11 | 7 | 16 | 12 | 9 | 14 | 5 | 18 | - | 12 |
| Undecided | 12 | 9 | 11 | 9 | 10 | 10 | 5 | 16 | - | 9 |
| Disagree | 2 | 7 | 4 | 0 | 10 | 2 | 9 | 7 | - | 4 |
| Strongly Disagree | 0 | 1 | 0 | 1 | 1 | 0 | 6 | 0 | - | 0 |

7. What kind of registration system would work best at your school?

"College Type" Registration - Pre-arranged schedule based on student interests involving teachers. Students select teachers/periods.

| A | B | C | C | E | H | M | S | U | W |
|---|---|---|---|---|---|---|---|---|---|
| 18 | 21 | 33 | 15 | 23 | 20 | 11 | 32 | - | 11 |

Counselor individually talks to and schedules students then classes and individual schedules are built. Students do not select teachers/periods.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 3 | 1 | 4 | 5 | 7 | 6 | 12 | 5 | - | 16 |

Other---------- ----------

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 5 | 1 | 1 | 3 | 4 | 1 | 6 | 1 | - | 3 |

8. Teachers should be involved in the registration process.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Strongly Agree | 16 | 17 | 17 | 12 | 8 | 5 | 6 | 18 | - | 5 |
| Agree | 14 | 8 | 19 | 12 | 21 | 14 | 15 | 22 | - | 14 |
| Undecided | 0 | 1 | 1 | 1 | 2 | 3 | 3 | 3 | - | 5 |
| Disagree | 0 | 0 | 1 | 0 | 1 | 4 | 3 | 0 | - | 5 |
| Strongly Disagree | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | - | 0 |

9. Registration should occur nearer to the opening day of school.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Strongly Agree | 6 | 8 | 9 | 5 | 1 | 6 | 2 | 13 | - | 4 |
| Agree | 4 | 2 | 8 | 2 | 10 | 15 | 8 | 16 | - | 9 |
| Undecided | 4 | 6 | 7 | 5 | 4 | 3 | 4 | 6 | - | 2 |
| Disagree | 13 | 10 | 9 | 8 | 16 | 3 | 10 | 6 | - | 10 |
| Strongly Disagree | 3 | 1 | 5 | 4 | 3 | 0 | 5 | 2 | - | 4 |

RESULTS OF
REGISTRATION PROCEDURES QUESTIONNAIRE

APPENDIX C
Student Comments

COMMENTS:

Alhambra - None.

Browne
1. I think teachers should have no choice at all in registration of students.
2. I like the way we registered this year.
3. I liked the system of registration because if you didn't like a certain teacher you could take a different one, but you might have to take him if your schedule didn't work out right.
4. Find a way to speed it up.
5. Should let students register when they want to.

Camelback
1. It's not fair that we can only take five classes unless we have a 2 average. (10)
2. To save time you could have people registering in the gym and cafeteria.
3. I feel that registration this year was good because my number was 34 and I got all the classes I wanted.
4. I don't think registration day was well organized.
5. It's all right.
6. I think required courses are totally wasted and the information about the classes is a sad story.
7. Students should privately talk with counselors and decide together what would be best for the student.
8. I like the type of registration we had this year. (2)

Central - None.

East
1. I thought it was the biggest screwed up mess I've ever seen in all my born days.
2. A person should be able to select teacher/period.

Hayden
1. School budget is too tight. Where's all the money going to?
2. I think the time to register should be left as it has been.

Maryvale
1. They should let us pick the teacher, but let the registration office pick the classes which we go in.
2. I liked this year better. It was much faster and I knew what was going on.
3. I don't think the survey is made clear.
4. I didn't get the teacher I wanted.

Union
1. I feel that registration is too long.
2. It's terrible - messed up.

South - None.

West
1. Students should talk to counselors, set up schedules, teachers and periods.
2. Should have students choose periods so it can make a more workable schedule.

LWC:gg:mk
8-9-72

RESULTS OF
REGISTRATION PROCEDURES QUESTIONNAIRE

APPENDIX D
Teacher Comments

COMMENTS: (TEACHERS)

Alhambra
1. Students did not necessarily know who their instructors would be.
2. Student could only fit schedule on periods offered - no classes opened to take care of conflicts when a period was closed.
3. I felt that, for the most part, registration went well and easily, now if schedule changes were not allowed or held to a minimum by the office - not counselors, I believe school would get off to a faster start.
4. The T.V. force describing to students the courses to be offered is useless, a waste of time and leaves to the teacher to run around and find out the real information the students want.
5. All in all-registration went very well.

**********

Browne
1. I think it would have been better yet to open new classes (via sign-in on new extra roster sheets) where student sign-up requests indicate sufficient demand. I've heard that such a procedure "worked" at Camelback. This would bring about increased student structuring which I think is good.
2. Outstanding job of letting students in classes that they desired.
3. These procedures will improve when students and teachers know each other better. Teachers are better advisers in their subject areas than counselors can be. Good counselors need their time for counseling and hopefully for teaching.
4. The registration process was too drawn out - it could have been efficiently carried out in far less time - probably 8:00 - 1:00.
5. The reason for making so many responses with "Undecided" is that I feel it is too early to form my opinion about the efficiency of the method used this year. I have no idea how many schedule changes will be required in the fall, or how well balanced the class loads turned out to be, etc. I did take an opinion poll in two of my classes and they preferred the method used this year by a large majority.
6. I think students should be able to register at the beginning of the school year. Some students do a lot of maturing during the summer and would be better able to make decisions that might and will effect their future. I think this might be a fine goal in the future.
7. More flexibility in making changes at time of registration - and a follow through if possible to have a satisfied student.
8. There seemed to be an excessive caution in approaching this form of registration causing redundancy and unnecessary extra procedures. No doubt experience - and a more normal school set-up next year will eliminate this complaint.
9. I feel registration went very well - few ideas - students suggested that they be given yellow cards (day early) all changes could be made then - or corrections, because many yellow cards were not complete. Also, post classes closed outside in mall so students could be working on new schedules if there is a conflict.

**********

Camelback
1. Teachers should be able to counsel before registration but take no part in the passing out of cards.
2. Staffing changes after registration are going to upset many students.
3. Effective registration - teachers should be available to help register and to answer questions students might have.
4. Students could better answer some of these questions.

COMMENTS: (Teachers)

Camelback
5. The "walk-through" type of registration was very effective. The students should be able to pick the teacher and the time they want. Also, the students are given the responsibility for their own classes. It was great!
6. I thought registration was handled excellently this year - This is the best and most effective registration I have seen in my 18 years of teaching.
7. I felt this year was very smooth. The students did a good job and prepared their schedules carefully.
8. I'm uncertain as to whether students are mature enough to select their teachers because they may select one because he is easier than another or perhaps group together with their friends, therefore creating discipline problems. (2)
9. Registration for both semesters would be desirable as would cutting down or eliminating ALL but absolutely necessary schedule changes. The only changes that should be allowed would be in case of a schedule conflict which would prevent graduation.

**********

Central
1. I think requirements in courses such as mass media, movie making, studies in literature should be stiffer; so that there would be no mass rush to get into these courses because they require little work or discipline.
2. The whole registration procedure has been rendered almost meaningless but constant diminution of the educational system by the false economy of an administration that believes solely in its own infallibility and omniscience.
3. As a teacher I had little or no information concerning the registration this year.

**********

East
1. You'll never please everyone.
2. I thought the registration went better this year than last. I think the weak step was the preliminary registration which appeared to be the most vital of all.
3. I was not here last year so I cannot answer question 1-3. (2)
4. Most students are too immature to make teacher selections (often basing their decisions on who is the "easiest" grader). It quickly becomes a "popularity contest."
5. The thing that bothers me about registration is that students don't know what course they want to take. They depend on us as to the choice they make. I feel that there should be some time allotted when counselors talk with the students in the classroom. There are many questions that could be answered by counselors which would not leave such heavy responsibility of selection upon the teacher.
6. Registration should occur about three weeks into second semester.
7. More advisement time in needed.
8. I would suggest sign-up with teachers before registration so teachers will have a picture of how their classes will look before final registration.

**********

Hayden
1. I marked this as if the registration had already been done, however, the new procedures won't go into effect until August.
2. I believe the registration has been most efficient at Hayden as compared to other schools in the system, except for the number of schools changes afterwards.
3. It was difficult to answer some of these questions because we teachers have had so little to do with registration.
4. Many students need counselor help.

COMMENTS: (Teachers)

Hayden
5. We had 1700 or more schedule changes after registration last year. We should not let this happen again.
6. I would like to see college type registration tried the first few days of September.

**********

Maryvale
1. Students may be qualified to choose periods. Many choose teachers because their friends did. Others choose the easy teachers.
2. I feel that registration should take place before school begins in the fall - It was extremely efficiently run here at Maryvale.
3. Students are not capable of choosing teachers by hear-say.
4. Waste of teacher's time; waste of system's money; problem student will get in the same class and give the teacher discipline problems; no wonder there is never money to raise teacher's salaries when it is wasted in this manner.
5. After the students understand the process and procedures better, it will work even better.
6. Scheudle changes should be greatly restricted. A one week period should be instituted at the beginning of school for any changes that will be made and then NO changes should be made.

**********

South
1. The students at this school were not allowed to select the teachers that they wanted. It was a very unorganized procedure that left both students and teachers unsatisfied.
2. I don't believe a student of freshman or sophomore age has the self-motivation, self-discipline or knowledge of what his needs are, making it undesirable for him to choose his own schedule or teachers.
3. I cannot fill this questionnaire out satisfactorily because it doesn't apply to students in Special Ed.
4. I beleive "College Type" Registration would work best. Each student would meet with his counselor for course listings previous to registration. At registration the student would fill class card with the instructor involved.
5. Prior organization of this registration would help immensely.
6. Students need more individual guidance and counseling in selection of courses than was offorded in this year's procedure. Some students need to be pressured in taking basic courses because they desperately need the fundamentals. This cann't be left to their own volition or to chance. Many of our students cannot evaluate themselves adequately enough to make wise choices. The large numbers of students who had second thoughts about their initial choices created quite a mess when schedule changes had to be made later on.

**********

Union
None

**********

West
1. Teachers could be involved if teacher of an elective subject is placed on an equal status at registration with every other one - (this has not been the case to date) as of the present procedure with teachers would be improved.
2. Registration was carried on well.
3. I did not hear very many comments from my students concerning this year's registration. - Maybe that's good!
4. We used a computer.

RESULTS OF
REGISTRATION PROCEDURES QUESTIONNAIRE

APPENDIX E
All Other Staff Comments

COMMENTS: (ALL OTHER STAFF)

Alhambra
1. Students had more selection on period - NONE on teacher selection unless they heard via grapevine.
2. All people concerned need to understand better the semantics of the terms used in registration procedures - this includes board members, top administration personnel as well and unit staffs.

**********

Browne
1. This year went well - next year should be much better in our own school and with a full staff.
2. Compared to the method used at Camelback, this method (actual registration by the students) at Browne was very inflexible.
3. It is difficult to compare this registration with others in established schools, however registration for Browne was generally well organized and efficient. I must add - some inflexibility was present in procedures at the expense of student choice (perhaps it was necessary; but can it be reduced).
3. Your definition of "registration procedures" should have read "third permitting the students to build their schedule via a walk-through method, pulling cards and choosing teachers and periods".
4. I think that the plan used by Browne was such that it recognized the interests of students and I would like to see it continue.
5. The students I talked with like this year's registration.

**********

Camelback
1. Procedures in general, are excellent - teachers need to spend more time giving information to students on course content.
2. Once the master schedule is built there should be no changes in that - except in rare and extreme emergencies.
3. Need to stress to teachers and students the importance of accurate and complete pre-registration.
4. I feel our registration procedures this year were structured simply, smoothly and realistically. The students are very happy about the extended freedom of choice.

**********

Central
None

**********

East
1. Much proselytizing by individual teachers and departments. 3 replies
2. Registration Information Sheets for 1973-74 and each year thereafter should be put together, approved and made available from the printers by January 30th of each year. 2 replies
3. Many teachers had inadequate knowledge of the total curriculum; course context, level of difficulty, pre-requisites, recommended subjects and various needs and goals of students.
4. Little interest expressed or help given to students by some teachers.
5. Much misinformation circulated.
6. Many students not given an opportunity to explore enrichment programs.
7. Lack of general information.
8. Counselors (not teachers) provide group orientation and instructions to Freshmen, Sophomores and Juniors through English and American History classes during the second week of February.

COMMENTS: (All other staff)

| | | |
|---|---|---|
| East | 9. | Allow students with special problems to see counselors individually during remainder of February and first week of March (4 weeks). |
| | 10. | Conduct preliminary registration during the third week of March. |
| | 11. | Conduct final registration during the second week of May. |
| | 12. | More time needs to be spent before pre-registration; students and everyone concerned were not prepared. |
| | 13. | The program needs a couple of years for a shake-down. |
| ********** | | |
| Hayden | 1. | Our students at Hayden will not be making their pigeon-hole selections until the first week in August thus, some of the questions asked are difficult to answer at this time. |
| | 2. | August registration teachers not involved - but students select teachers and subjects. |
| | 3. | Our registration is not yet completed - I rather think that many of these answers will be different in the final analysis. |
| ********** | | |
| Maryvale | 1. | Registration should be held near the end of August if possible. |
| | 2. | This registration allowed the students more determination in their schedules. We in education had better get on the ball and allow more student determination or there won't be any public education in ten years - businesses will run the schools - education must reduce the failure rate and quit driving students away from school. |
| | 3. | This questionnaire does not seem to apply. It appears this questionnaire may have been designed to fit some procedure used in another school. Where procedures differ the questionnaire does not apply. For instance, (Question #2) preregistering with counselor they get the same advisement on courses as in previous years - only difference in present change being that they have some choice of selecting their teachers and periods, whereas previously this was done by computers. Question #7 - counselor should confer with and advise student, then classes built but the students still can select their own teachers and periods. |
| | 4. | This questionnaire does not apply to our school enough to give a good opinion. Our counselors always talk and advise the students as to which courses are offered and what they should take and then their schedules are built. I think it is to the advantage of the student to be able to help pick his teachers and his hours. It will not save time in regards to getting the students properly registered. |
| ********** | | |
| South | 1. | I favor a spring survey to determine interest of students, courses to be offered and teachers needed with a fall registration (college type) for students with classes immediately after registration. |
| | 2. | Let's start following through with some of the results collected instead of continuing to underestimate our students' potentials. |
| | 3. | Students seem to change opinions on courses over the summer. |
| ********** | | |
| West | 1. | As long as we profess concern for individualizing the educational process, we need dialogue among students, educator and parents who are interested, in order to make good individual program plans. |
| | 2. | Choice of teachers is not feasible and even if it were, it could place teaching in a "popularity contest-type" of situation involving entertaining or low demand presentations as compared to necessary 'solid-type' instruction. |

COMMENTS: (All other staff)

West

3. Students should be able to get classes that develop their intellects, skills and talents and those who really want to learn should not be restricted to five classes. The awesome limitations faced this year not only inhibit their initiative but also their progress toward educational and career goals. This is neither fair to individuals or to society.
4. Teachers in each subject area should provide information concerning materials and processes used in their classes.
5. Considering the new emphasis on Career Education and the popularity of Junior Colleges, evening school opportunities, work experience programs, New Federal Curriculum Projects and multi-changes in academic curriculum, such as English Program, the importance of counseling with the individual cannot be stressed too much for the registration procedure.
6. The word "advisement" is not used in counseling situations. 2 replies
7. I would agree with procedure change if I could see the student before registration as ("corral type - herd 'em and shoot 'em").
8. Why not poll the students on what they want - if they can decide teacher, lunch hour, time they want their classes then why can't they decide what type of registration they want. Let us ask them what they would like and get them to help plan it. They might even decide to help select faculty, staff, principal and superintendent eventually.
9. Students did not pick teachers nor periods unless they were working or other special reasons for having certain periods excused.
10. Information about offerings is very critical when we have so many courses from which students can choose so few. I believe we need survey courses in every department so students have first hand experience on which to base decisions.
11. We were a pilot school on the Honeywell Computer.
12. I now have my taxpayer hat on for this comment - Since the District has spent all that money on the new computer I think it should be used to capacity and that definitely includes the registration procedures. That does not mean just seeking out punch cards but building schedules and assigning students.

LWC:gg